



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y8

HALF TERM 5



RIDGEWOOD
SCHOOL

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KS3 Learning Maps – Half Term 5

Dear parent/carer,

I am pleased to enclose Learning Maps for every subject that your son/daughter will study this year. These will be sent home to parents every half term, so that you are fully informed about the topics your child is studying. The Learning Maps are shared in lessons with students at the start of each new topic, so they are aware of how their knowledge, understanding and skills will develop. The Learning Map also makes it clear to students how the topic will build on prior learning and prepare them for subsequent learning, therefore enabling them to make progress.

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and wider reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (Homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

We will also make these Learning Maps available on the school website for you to access electronically if you prefer.

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. For PE and Technology, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting you to opportunities for extended learning and ways that you can help your child to accelerate their progress.

It is extremely important to us that there is two-way communication between Ridgewood School and the parents and carers of our students. If you have any questions about your child's Learning Maps or his/her progress, I would welcome you getting in touch with us. Please use the 'Contact Us' facility on our website to do so.

Yours faithfully,

Andy Bridge

Deputy Headteacher

ART

Year 8 Learning Map

HT5

		POP Art 2			Subsequent Learning
Prior Learning		Current Learning	Extended Learning	Ways in which parents/carers can support	
<p>Prior Learning This topic builds on students existing knowledge of the art movement Pop Art, its practitioners, colour theory and material experiments.</p>		<p>In this topic you will learn the themes of Cecil Touchon's work and how to use text and abstraction techniques. You will learn subject specific language and terms in class, in 1:1 discussion and will engage in written evaluation to recognise areas of success and improvement.</p>	<p>This topic will prepare you for learning how to simplify drawings and painting, how to be selective in the use of colour, and develop your ability in collating whilst learning to create a personal final piece.</p>	<p>Visit Leeds/ Doncaster Art Galleries and recognise how popular culture has affected subject matter in the Art works. Create drawings of the work to add to your sketch books.</p>	
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support	
Week 1	Enhanced observed drawing tasks review and improvements	Abstract Ben -Day Technique Collage Exaggerate Observational Palette	<p>Endeavour to follow the home learning requirements set by your teacher throughout the lessons. These activities may vary dependent on the pace of lessons.</p> <p><u>Cecil Touchon – Santa Fe, New Mexico</u> https://www.nuartgallery.com/artist/s/39-cecil-touchon/biography/</p>		
Week 2	Enhanced observed drawing tasks review and improvements				
Week 3	Distortion and abstraction exercises				
Week 4	Distortion and abstraction exercises				
Week 5	Cecil Touchon influenced final piece				
Week 6	Cecil Touchon influenced final piece improvements				
Week 7	Cecil Touchon influenced final piece improvements				

Drama

Year 8 Learning Map

Topic Number: 4

Missing Dan Nolan			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Matilda (where we created monologues for key characters and performed small sections of script) and Missing (where we created the character of Sarah, a teenager who was missing.)</p>	<p>In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will study text extracts from the play Missing Dan Nolan by Mark Wheeler and explore the key themes and contexts of this play. You will develop key terminology linked to these performance techniques for creating and developing characters and independently apply characterisation skills to scripted extracts as well as devised work.</p> <p>This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance in response to a text. You will consider the impact your application of performance skills will have to create a successful character and reflect upon the major themes and issues of the play.</p>	<p>This topic will prepare you for further performance technique development throughout key stage 3. It will equip you with the characterisation and performance skills to produce an effective character that will assist you in Y9 performance topics and future text study.</p> <p>You will be required to demonstrate the ability to explore, describe and apply characterisation and performance skills across Performing Arts at Key Stage 4. This exploration and application will be particularly useful with Component 2: Developing Skills and Techniques within the Performing Arts.</p>	<p>Explore our Digital Theatre+ package. www.digitaltheatreplus.com</p> <p>All students will be provided with the log in details to access this amazing resource.</p> <p>There are a number of interviews with Verbatim playwright Alecky Blythe that will be of benefit for students to watch.</p> <p>There are a number of theatre companies who also work in Verbatim, their websites have wealth of information about Verbatim, it's history and recent productions: Verbatim Theatre – Stockroom (outofjoint.co.uk) The Paper Birds Theatre Company : The Paper Birds</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lesson 1: Opening of the play: Who is Dan Nolan?</p> <p>Lesson 2: Character relationships: Dan and Claire</p> <p>Lesson 3: Vocal Skills: How do these create tension and atmosphere?</p> <p>Lesson 4: Character reactions: How do we build tension physically as a character?</p> <p>Lesson 5: The Police Interview</p> <p>Lesson 6: Character relationships at the end: What are the key moments in the scene?</p> <p>Lesson 7: Hot Seating and Character Development: Why do we need to stay in role?</p>	<p>Freeze Frame</p> <p>Thought Tracking</p> <p>Role Play</p> <p>Space Levels</p> <p>Movement</p> <p>Mime</p> <p>Gesture</p> <p>Characterisation</p> <p>Proxemics</p>	<p>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques:</p> <ul style="list-style-type: none"> National Theatre – All About Theatre Missing Dan Nolan – Mark Wheeler Telling The Truth: How To Make Verbatim Theatre – Robin Belfield Too Much Punch For Judy – Mark Wheeler 	<p>Explore our Digital Theatre+ package. www.digitaltheatreplus.com</p> <p>All students will be provided with the log in details to access this amazing resource.</p> <p>There are a number of interviews with Verbatim playwright Alecky Blythe that will be of benefit for students to watch.</p> <p>There are a number of theatre companies who also work in Verbatim, their websites have wealth of information about Verbatim, it's history and recent productions: Verbatim Theatre – Stockroom (outofjoint.co.uk) The Paper Birds Theatre Company : The Paper Birds</p>

Drama

Year 8 Learning Map

Topic Number: 6

Masks	
<p>Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact from earlier topics such as Missing (where we explored a missing person case) and Pantomime and will introduce you to new performance styles – Masks.</p>	<p>Current Learning In this topic you will learn about the key features of the performance style and will explore some of these key features and apply these to short performances, incorporating key features of this style. You will develop key terminology linked to this performance style and independently apply the key features to masked characters to create effective performances.</p> <p>This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.</p>
<p>Subsequent Learning This topic will prepare you for further performance style exploration in Y9 where we explore John Godber and Physical Theatre. It will equip you with the skills to be successful at future exploration and the application of performance styles and social/historical contexts.</p> <p>You will be required to show the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4, where you will explore different productions. This exploration and application will be particularly useful with Component 1: Exploring the Performing Arts.</p>	<p>Ways in which parents/carers can support The Trestle Theatre Company, who provided the masks used at Ridgewood, have a website with a wealth of information, including Trestle Theatre productions, workshops and recent projects and collaborations. Use this link below to access this information. https://www.trestle.org.uk/</p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/</p>
<p>Lesson Sequencing</p> <p>Lesson 1: Laban Efforts: Creating a character</p> <p>Lesson 2: Rules of mask work</p> <p>Lesson 3: Use of music to create a storyline</p> <p>Lesson 4: Using masks to create emotion in a tragedy scene – development</p> <p>Lesson 5: Using masks to create emotion in a tragedy scene – Rehearsals</p> <p>Lesson 6: Using masks to create emotion in a tragedy scene – Performance</p>	<p>Tier 3 Vocabulary</p> <p>Laban Efforts Movement Exaggeration Characterisation Body Language Gesture Passing The Focus Tragedy Pause Non-Verbal Communication Proxemics</p>
<p>Extended Learning</p> <p>You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques:</p> <ul style="list-style-type: none"> All About Theatre – National Theatre Mask and Performance in Greek Tragedy: From Ancient Festival to Modern Experimentation – David Wiles The Mask Handbook: A Practical Guide – Toby Wilscher 	<p>Ways in which parents/carers can support</p> <p>The Trestle Theatre Company, who provided the masks used at Ridgewood, have a website with a wealth of information, including Trestle Theatre productions, workshops and recent projects and collaborations. Use this link below to access this information. https://www.trestle.org.uk/</p> <p>You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/</p>

Leading Ladies

Prior Learning	Current Learning	Subsequent Learning
<p>At the beginning of Year 8 the students worked on a scheme of work focusing Sawbones, a novel by Catherine Johnson. This focused on the protagonist Ezra and his life as a surgeon's apprentice.</p> <p>Students have also studied also extracts from Gothic texts and analysed the writer's use of language and devices to create atmosphere. Students have also written the opening of a narrative based on a stimulus of a Gothic image or setting, developing their use of language devices, ambitious punctuation and variety of vocabulary.</p> <p>Directly prior to this the students have completed a war writing scheme of work, within this they have analysed and compared speeches that leaders have delivered during war time. They have also analysed the use of language to describe conditions in World War One trenches. Additionally students have created their own texts based on a soldier's thoughts and feelings.</p>	<p>In this scheme of work the students will be focusing on reading a range of non-fiction texts from leading ladies- including interviews, reviews, articles and letters. From this, students will discover how each leading lady achieved the recognition, success or how they overcame struggles or prejudice.</p> <p>Students will work on their analytical skills through looking at extracts from these leading ladies, considering how a writer has used language devices, vocabulary or structure to create an impression for readers.</p> <p>Students will have the opportunity to plan and create their own non-fiction texts during this scheme of work. Creating non-fiction texts will allow students to consider their use of MADFOREST (an acronym used to remember persuasive devices) use of ambitious punctuation and use of paragraphs for effective structure.</p>	<p>This scheme of work will lead into the beginning of Year 9 when the students will complete work based on developing their reading skills. Students will be given a series of extract from fiction texts and will identify information about a character, analyse the writer's use of language to create an impression and consider how a reader may react to the writer's portrayal of the character.</p> <p>This will link directly to their GCSE learning when students are required to demonstrate skills of analysis of language, selecting a range of relevant quotations and considering ways in which the quotation could be interpreted by a reader.</p>
<p>Lesson Sequencing</p> <p>Week 1: What is a leading lady? Week 2: Why was Mary Seacole a leading lady? Week 3: Anne Frank's diary and creating a non-fiction text Week 4: Analysing a text and planning and creating an article Week 5: Reading and creating an 'open' letter Week 6: Rose Ayling Ellis what, how, why skills. Week 7: Planning and writing a speech</p> <p>All students will be encouraged to complete extended learning tasks.</p>	<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Analyse • Extract • Effect • Description • Symbolism • Structure • Simile • Metaphor • Alliteration • Personification 	<p>Wider Reading Opportunities:</p> <ul style="list-style-type: none"> • Anne Frank- The Diary of a Young Girl • Little Women- Louisa May Alcott • A History of the World in 21 Women- Jenni Smith <p>Parental/carer support:</p> <ul style="list-style-type: none"> • Watch the '10 Minute Books Shares' available at 10 Minute Story Shares - World Book Day and share your ideas and questions about it. • Encourage your child to enter a creative writing competition. A list of which can be found here Best children's writing competitions The School Reading List

Topic Number: 5

		Exhausted Resources	
		Current Learning	Subsequent Learning
<p>Prior Learning In KS2 students explore interrelations between the environment and people, exhausted resources is a way to develop their understanding of this. Using maps is encouraged at KS2 and this topic allows students to continue engaging with maps and infographics to enhance their learning. Their knowledge of global geography, continents and countries is also challenged in this topic.</p>		<p>Exhausted resources is a new topic that address issues with resources on global scales, Y8 learning is about making choices and what better way to help students make choices than teaching them about how we use the natural materials beneath our feet. Not only does this topic question our understanding of resource supply and demand but it also has focus on the impacts of pushing our resources to the limit. From, water insecurity, food production, fossil fuels and overfishing students are exposed to the fragility of global supply chains and damaging extraction processes that happen around us and this will help students make their own choices to lead their own sustainable lives.</p>	<p>Understanding processes on global scales especially extraction and manufacturing harmonises with the globalisation and urbanisation topics in Y9 where students have the opportunity to learn about supply chains and resources management in detail.</p>
<p>Lesson Sequencing</p>		<p>Tier 3 Vocabulary</p> <ul style="list-style-type: none"> • Deforestation • Distribution • Extraction • Fossil Fuels • Microplastics • Overfishing • Resources • Supply Chains • Sustainability 	<p>Ways in which parents/carers can support</p> <p>Talking with children about resource consumption, recycling and waste.</p> <p>Help keep up to date with news on supply chains and current affairs trade and global distribution of resources.</p>
Lesson 1	Where are our resources?	<p>Extended Learning</p> <p>WWF conserves our planet, habitats, & species like the Panda & Tiger WWF</p> <p>Information on Biodiversity loss from deforestation and use of land.</p> <p>Sustainable food resources - KS3</p> <p>Geography – BBC Bitesize - BBC Bitesize</p> <p>Understanding food resources and impact on the environment.</p>	
Lesson 2	Supply and Demand		
Lesson 3	Behind Closed Doors		
Lesson 4	Not so fantastic plastic		
Lesson 5	Water insecurity		
Lesson 6	Fossil Fuels and deforestation		
Lesson 7	Mineral Extraction		
Lesson 8	Overfishing		
Lesson 9	Making Changes		
Lesson 10	Cumulative Assessment (CAP)		

Nazi Germany – continued from last half term.			
<p>Prior Learning This topic builds on the content you learned when you studied World War One, 1914-1918, and the Weimar Republic, 1919-1933.</p> <p>It also builds upon your chronological understanding of European History.</p> <p>Finally, it continues to develop the writing and source skills you have been learning throughout your time in Key Stage 3.</p>	<p>Current Learning In this topic you will learn about the social, political, and economic conditions within Nazi Germany. You will learn how Hitler came to power and consolidated his position.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will provide you with opportunities to master writing extended essays and making evaluations.</p>	<p>Subsequent Learning This topic will prepare you for a future topic on the Holocaust, as it addresses the period leading up to this horrific event.</p> <p>It will also equip you with the skills to be successful in your exams in Key Stage 4 as you will develop your extended writing and analytical skills.</p> <p>Finally, one part of the Key Stage 5 course looks at Hitler's control of Germany, so this topic will prepare you for that.</p>	
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. How did Hitler keep control of Germany using terror? 2. How were young people educated under the Nazi Government? 3. How did the Nazi's indoctrinate young people? 4. How did the lives of women change under the Nazis? 5. Did the Nazis improve the lives of the workers? 6. Were the Nazis ever really under threat? 7. How did Hitler start WW2? 	<p>Tier 3 Vocabulary</p> <p>Chancellor Decree Domesticity Nationalise Propaganda Putsch Totalitarianism Trade Unions Volk</p>	<p>Extended Learning</p> <p>Students will be given Revision Sheets to complete in advance of assessments. Students should conduct Brain Dumps, or make quizzes/flash cards on the key content.</p> <p>These are engaging pieces of fiction: Boy in the Striped Pyjamas by John Boyne When Hitler Stole Pink Rabbit by Judith Kerr</p>	<p>Ways in which parents/carers can support</p> <p>You could watch the following documentary with your son/daughter: YouTube – Hitler: The Rise of Evil BBC – Rise of the Nazis You could read, watch, and discuss the Weimar Republic overview.</p>

ICT

Year 8 Learning Map

Topic Number: 4

		Computational Ethics	
Prior Learning This topic builds on from the E-Safety topic covered in year 7 as well as prior understanding of the computer systems taught previously this year.	Current Learning For the second part of this unit you will consider further aspects of "Computational Ethics". This will look at ethics relating to ICT including social media, new technologies and the divide in computer access across the UK and the world. In particular you will look at the environmental impacts of ICT and how data is collected from all around you. This unit enables you to think about various real world topics and how they will impact you.	Subsequent Learning This unit will provide some of the theory covered at KS4 in both computer science and iMedia; in particular Ethics in computer science and legislation in iMedia. The scenarios also have real world context relating to GCSE Business Studies	Ways in which parents/carers can support Pupils are encouraged to use https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	
Lesson 4 Data Leaks	AI	Key Reading: Computational Ethics https://www.bbc.co.uk/bitesize/guide/s/zkhykqt/revision/1 You are encouraged to use https://idea.org.uk/ to work through different projects relating to ICT. This website will record pupil progress.	
Lesson 5 New Technology	Bias		
Lesson 6 Legal Issues	Blockchain		
Lesson 7 Data privacy and big data	Copyright		
Lesson 8 The Environment	Data Protection		
Lesson 9 Assessment	Divide		
	Ethical		
	Legal		
	Privacy		
	Technology		
	Unethical		
	Whistleblowing		

MATHS

Probability 1			
<p>Prior Learning This topic builds on some of your work with fractions, decimals and percentages from Number 3 in Y7 as you will use these to express probabilities.</p>	<p>Current Learning In this unit you will learn all about probability in theory and real life. The intention of this unit is to give you an overview of probability and be able to understand the concept in context.</p>	<p>Subsequent Learning You will revisit these skills in the KS4 Probability unit and develop further skills including using probability tree diagrams.</p>	
<p>Lesson Sequencing Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Expressing a probability • Probability on a number line • Sample space diagrams • Experimental frequency • Theoretical probability • Using Venn diagrams to express probability 	<p>Tier 3 Vocabulary Likely Unlikely Certain Impossible Union Intersection</p>	<p>Extended Learning All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set. Murderous Maths- Do You Feel Lucky? by Kjartan Poskitt (available in the school library) Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/ks3/maths</p>	<p>Ways in which parents/carers can support Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>Sparx</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.

MATHS

Algebra Part 3			
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your prior learnt algebraic skills built in Y7 and Y8 where you learnt to substitute into expressions and formula.</p>	<p>In this unit you will learn about inequalities, expressing these and solving them. In the second part of the unit you will learn about sequences, connecting these to algebra.</p>	<p>This topic will be revisited and developed to higher level inequalities and sequences in KS4.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Represent inequalities on a number line • Solve inequality equations • Find the next term(s) of a sequence • Generate a sequence from it's nth term • Find the nth term of a sequence 	<p>Inequality Substitute Term Nth term</p>	<p>All students have access to Sparx Maths and are encouraged to complete the weekly homework that is automatically set.</p> <ul style="list-style-type: none"> • The Code Book by Simon Singh • Mathematics: The New Golden Age by Keith Devlin <p>Recommended KS3 revision guides and workbooks can be found here: https://www.cgpbbooks.co.uk/secondary-books/ks3/maths</p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> • <u>Sparx</u>- to complete homework and access further revision. • <u>Corbett Maths</u> - for extra support videos and work on the topics stated.

Spanish

Year 8 Learning Map

Topic Number: 5

		Las vacaciones: Holidays		
Prior Learning This topic builds on from what was learnt before half term where you gained confidence giving opinions and creating conversations. It also includes previously learnt vocabulary linked to describing others.		Current Learning In this topic you will learn to talk about holidays in Spanish. You will be able to talk about different types of transport and compare them, talk about accommodation on holiday, and also describe holiday activities. You will also develop an understanding of how to put together a conversation to make a reservation.	Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the reservation work that we do will help you to produce Spanish in a common real life situation. After this unit of work we move on to talking about past holidays and activities in the past so the vocabulary for this unit will be useful.	Ways in which parents/carers can support To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: <ul style="list-style-type: none"> • Mafalda- la película If you have Netflix, there is also a Disney-style Peruvian film called 'Pachamama'
Lesson Sequencing		Vocabulary	Extended learning	
Week 1	Transport	El avión – plane	Students will also receive a knowledge organiser at the start of the half term. They should spend some time each week learning these words which will support them in class. Further learning may focus on extra revision of the present tense, which can be found on the BBC Bitesize website.	
Week 2	Accommodation	El coche – car		
Week 3	The near future	El hotel – hotel		
Week 4	Making reservations	El mar – the sea		
Week 5	Holiday activities	La piscina – the swimming pool		
Week 6	Writing and translation assessment	Nadar – to swim Quiero reservar – I want to reserve Tomar el sol – to sunbathe Una habitación – a room		

Year 8 Learning Map

		Musical Futures	
Prior Learning	Current Learning	Subsequent Learning	Ways in which parents/carers can support
<p>This topic builds on your understanding of reading various types of music notation, such as staff, tab, and notation for drum kit. This topic also builds on your understanding and awareness of the development of music from traditional styles to present day.</p>	<p>In this topic, you will learn to play the instruments of a typical pop band (electric guitar, bass guitar, drums, vocals and keyboard), while developing your understanding of common elements of music in the Popular Music genre. By the end of the unit, you will be able to perform a pop song with your band to an audience.</p>	<p>This topic will develop skills both in performance and through composing as you begin to understand the inner workings of a pop song. Your ensemble skills will become more developed, as you will feel more confident to perform in front of others. This topic will enhance your understanding of the area of study 'Popular Music' which includes styles such as Rock, 90s Pop, and Gaming Music as GCSE terminology are discussed. This will support your wider listening at later key stages.</p>	
	<p>Tier 3 Vocabulary</p> <p>Chords Chord Progression Melody Harmony Drum Fill Vocal Timbre Style Intro/Outro Verse Chorus</p>	<p>Wider Reading Opportunities</p> <p>You have access to our subscription to Focus on Sound. Click on Focus on Sound and then log on using your Microsoft Teams account.</p> <p>Alternative reading opportunities: BBC Bitesize - Popular Music Styles</p>	<p>Listen to different pieces of Popular Music on YouTube or Spotify and try to identify the instruments in the piece. E.g. Which part is the verse/chorus?</p> <p>Encourage your child to play their instrument. Alternatively, if your child has expressed an interest in instrumental lessons, please contact Mrs Moran (Head of Performing Arts) via the Contact Us facility of our school website for more information.</p>
<p>Lesson Sequencing</p>			
Lesson 1	To develop an understanding of popular instruments, Guitar and Bass.		
Lesson 2	To develop an understanding of popular instruments, Vocals, Keyboard and Drums.		
Lesson 3-4	To deepen your understanding of popular instruments and understand what makes an effective band and rehearsal time.		
Lesson 5	To perform to a peer group and complete a peer assessment.		
Lesson 6	To implement peer feedback by improving as an ensemble.		
Lesson 7-8	To continue to develop ensemble skills and ability to perform the chosen pop song.		
Lesson 9-10	To develop an understanding of the assessment criteria for the Musical Futures performance.		
Lesson 11	To perform to a live audience and review the outcomes based on the assessment criteria.		
Lesson 12	CF2 Listening Assessment		

Year 8 Learning Map

Topic: Athletics

Prior Learning	Current Learning	Subsequent Learning
In Y7, you learned the basic skills/techniques needed to compete in each event. You should be able to identify different areas and lines on a 400m track. You will have some experience of running, throwing and jumping events.	In this topic you will continue to develop the skills/techniques needed to compete in each of the track and field disciplines. Throughout the topic you will practice the correct techniques for throwing events (Javelin, Discus, Shot Put), jumping events (Long jump, Triple jump) and track events (Sprinting and long distance running).	In Y9, you will continue to develop the skills learned in Y7 & 8 to allow you to become a better/more effective athlete. You will continue to develop: <ul style="list-style-type: none"> • Running (Sprinting and Long distance) • Throwing (Javelin, Discus, Shot put) • Jumping (Long jump, Triple jump). <p>More confident students will start to look at providing feedback to other students to try to help them improve their technique.</p>
Lesson Sequencing	Tier 3 Vocabulary	Extended learning
Week 1 Sprinting (Running Style, Sprint Starts, 100m/200m.	<ul style="list-style-type: none"> • Running Style • Baton • Decathlon • False Start • Heptathlon • Lane • Staggered Start • Drive • Take off • Grip 	<ul style="list-style-type: none"> • World Athletics Home Page • World Athletics • Athletics - BBC Sport • British Athletics • Athletics - News, Athletes, Highlights & More (olympics.com) • The History Of Track And Field - FloTrack
Week 2 Relay Changeovers Relay		
Week 3 Jumps (L. Jump/T. Jump)		
Week 4 Throwing (Discus/Javelin/Shot Put)		
Week 5 Distance Running		
Ways in which parents/carers can support:		
<p>If possible, give students as many opportunities to get involved in running/jumping/throwing activities.</p> <p>Students can develop their running by doing this outside school in their own time.</p> <p>If they would like to practice a specific track and field discipline, students can join a local athletics club.</p> <p>Find An Athletics Or Running Club England Athletics</p>		

Year 8 Learning Map

Topic: Striking and Fielding

		Striking and Fielding			
<p>Prior Learning The topic builds on the basic rules of striking and fielding games and how to play the games successfully. Skills of throwing and catching and game play, to improve your performance will have been worked on. In addition, you will have developed your teamwork, communication and leadership skills.</p>		<p>Current Learning In this topic you will understand the rules and different techniques of bowling, the rules and different techniques of batting. You will develop batting and bowling techniques with control and the application of rules in a conditioned competitive game whilst developing formations in a conditioned competitive game.</p>		<p>Subsequent Learning All skills learnt in Striking and Fielding unit are transferable across the different games activities. You will also revisit individual games again in year 9 where you will learn more about game play and specific techniques and have more opportunities to develop the skills learnt in year 7 and 8.</p>	
<p>Lesson Sequencing</p>		<p>Tier 3 Vocabulary</p>		<p>Extended learning</p>	
Week 1	Pre-assessment and ball familiarisation	Bases	Cricket rules https://www.cricknet-rules.com	<p>Practice throwing and catching games at home using a tennis ball (or any similar sized ball). Go to watch friends/family or local clubs play. Encourage your child to join the school team.</p>	
Week 2	Rules and techniques of bowling	Wickets	Cricket skills https://australiansportscamps.com.au/blog/how-to-teach-cricknet-to-kids-beginners/		
Week 3	Rules and techniques of batting	Rounders	Rules of rounders https://www.roundersengland.co.uk/play/rounders-rules/		
Week 4	Fielding Roles	Bowling Formations			
Week 5	Tactics/strategies through games play	Backstop Fielders Attacking Defending			

Year 8 Learning Map

Topic Number: 3

		Relationships		
Prior Learning		Current Learning	Extended Learning	Subsequent Learning
<p>This topic builds on; Work that you have looked at in year 7 and in the safeguarding lessons. You will build on prior knowledge on what constitutes healthy relationships and how to ensure you and those you have relationships with behave in a safe and mature manner.</p>		<p>In this topic you will learn; Important information about why having relationships is important in your life and how you can ensure the relationships are happy and healthy. You will develop the skills and knowledge to be able to identify behaviour that is unhealthy and may put you at risk and will be equipped with the knowledge of how to deal with any issues. You will develop your understanding of the law and what is in place in the law to ensure you remain safe. This topic is important to help you to develop a foundation of how to ensure you have a happy and healthy lifestyle from now into adulthood.</p>	<p>You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics. <u>Sexuality and sexual orientation NSPCC</u> <u>Sexting and sending nudes NSPCC</u> <u>Why Emmerdale's Jacob thinks he's in love with his abuser Barnardo's</u></p>	<p>This topic will prepare you for; The further learning in PSHCE right through to the end of year 11. It will continue to build on your knowledge and allow you to be ready for subsequent learning on relationships and how you can spot the dangers of unhealthy relationships. It will enable you to begin to develop your knowledge of different types of relationships and the role of marriage and why some people feel this is right for them. You will develop the skills to reflect and understand other people's opinions and situations which contribute to your ability to make informed opinions.</p>
Lesson Sequencing		Tier 3 Vocabulary	Ways in which parents/carers can support	
Lesson 1	Marriage and relationships	Homophobic	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate to this.	
Lesson 2	LGBTQAI+ and homophobia	Marriage		
Lesson 3	RLR consent	Consent		
Lesson 4	RLR grooming and CSE	Sexting		
Lesson 5	RLR- keeping safe	Grooming		
Lesson 6	RLR – Porn and Sexting	Child Sexual Exploitation		
Lesson 7	Sexting and the law	Civil partnership		
Lesson 8	Relationship Judge	Cohabitation Discrimination		

Year 8 Learning Map

Social Justice

Prior Learning	Current Learning	Subsequent Learning
<p>This topic builds on your knowledge base from primary school, where you may have already learnt about issues of social justice and fairness: building on key terms such as discrimination and equality. You will be able to build on your own view of these matters, and compare your views to the views of others, both religious and non-religious.</p> <p>Throughout this topic you will continue to develop your skills of explanation, selecting specific evidence from religious texts and sources of authority to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to moral issues and beliefs.</p>	<p>In this topic you will be introduced to matters of social justice in the UK; such as poverty, charity and racism. We think it is vital that you develop an understanding of the importance of equality, considering cases where equality may not be present and why it should be. We will then link these matters to real-life examples to illustrate this importance. As well as exploring how non-religious and religious people may respond.</p> <p>As a result, you will work on your skills of evaluation and debate by discussing these matters – exploring whether or not all people should work for equality, whether all people should give to charity, and whether all religions uphold ideas of equality or not.</p>	<p>The matters of social justice and equality that we explore in this topic, and the religious attitudes towards them, can be applied to many other moral issues throughout RE in Key Stage 3, such as Crime and Punishment and War and Peace. It will also support you to further develop your skills of explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p> <p>In addition, this topic will help you to prepare for GCSE RE Key Stage 4 as these matters of social justice, equality and fairness are embedded in the philosophical and ethical themes that we study. You will continue to develop your ability to analyse and explain how key religious quotations and texts can link to matters of social justice.</p>
<p>Lesson Sequencing</p> <ol style="list-style-type: none"> 1. Social Injustice: Introduction 2. Prejudice and Discrimination 3. Malala 4. Religious responses to racism 5. Martin Luther King 6. Introduction to Poverty 7. Poverty and religion 8. Charities 9. Religious attitudes to wealth 	<p>Tier 3 Vocabulary</p> <p>Activism Discrimination Diversity Equality Homophobia Justice Oppression Prejudice Racism Stereotype Zakat</p>	<p>Extended Learning</p> <p>You can use independent study opportunities to engage with the following websites about religious views relating to social justice.</p> <p><u>The role of government in Human Rights – Social Justice – BBC Bitesize</u></p> <p><u>What is equality and social justice? – Social Justice – BBC Bitesize</u></p>
<p>Ways in which parents/carers can support</p> <p>Watching or reading the news regularly with your children will supplement the learning taking place with this topic, as they will be able to link their learning to recent issues that are happening in society.</p> <p>You could also spend some time researching charities such as <u>Amnesty International (AI)</u>, who work to bring about justice and fairness to people all over the world, by trying to uphold human rights for all people at all times.</p>		

Year 8 Learning Map

Topic Number: C2

C2- Chemical energy and types of reaction	
Prior Learning	Subsequent Learning
<p>This topic builds on C2 from the Year 8 scheme of learning where students learned about metals and non-metals and their properties. You also learned about reactions of metals, alkalis and acids.</p>	<p>This topic will prepare you for GCSE Chemistry, where in C1 you will learn about factors which effect the rate of chemical reactions. You will also learn about metallic bonding in C3, and reactivity series in C5.</p>
Lesson Sequencing	Current Learning
	<p>In this topic you will learn how chemical reactions happen and how energy changes take place causing reactions to heat up or cool down. You will also learn about different types of reactions such as thermal decomposition reactions.</p>
	Extended Learning
	<p>All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Why Chemical Reactions Happen Paperback – Illustrated, 12 Jun. 2003 by James Keeler</p>
	Tier 3 Vocabulary
	<p>Catalysts Exothermic reaction Endothermic reaction Chemical bond pH Indicators Base Concentration</p>
Lesson 1	Chemical vs Physical Reactions
Lesson 2	Energy Changes - Endo and Exo
Lesson 3	Energy Level Diagrams
Lesson 4	Combustion
Lesson 5	Thermal Decomposition
Lesson 6	Practical - Investigate changes in mass
Lesson 7	Investigate if reactions are endothermic or exothermic
	Ways in which parents/carers can support
	<p>Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft teams to complete work directed by their teachers.</p>

Year 8 Learning Map

Topic Number: P3

		P3- Work, heating and cooling		
Prior Learning		Current Learning	Subsequent Learning	
This topic builds on P3 from the Year 8 scheme of learning. In this, students will have learned about energy transfers in different objects. They will also have learned how electricity is generated.		In this topic you will learn how Levers and Pulleys are used as force multipliers to make work easier. You will also learn the different methods of energy transfer through heating. You will investigate ways to reduce heat energy transfer.	This topic will prepare you for the GCSE Physics P1 topic. In this you will apply your knowledge of energy transfers to calculations of energy transfers. You will also apply your knowledge to look at how to reduce the loss of heat energy through insulating the home.	
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Work Done	Thermal conductor Thermal insulator Conduction Convection Radiation	All students have access to Educake and BBC Bitesize, and are encouraged to complete fortnightly the homework set by their teacher. Wider reading: KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books Machines: Gears * Levers * Pulleys * Engines (Exploring Science): With 20 Easy-To-Do Experiments and 300 Exciting Pictures by Chris Oxlade 507 Mechanical Movements: Mechanisms and Devices (Dover Science Books) by Henry T. Brown	Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Moments (+Levers and Pulleys)			
Lesson 3	Thermal Energy and Transfer	Displacement Deformation Work		
Lesson 4	Conduction			
Lesson 5	Convection			
Lesson 6	Radiation			
Lesson 7	Reducing Heat Loss 1			
Lesson 8	Reducing Heat Loss 2			



Design and Technology

KS3 Learning Map

Year 8- Gadget of the Future															
<p>Prior Learning This topic builds on technology delivered in primary school, looking at new technologies that are emerging and how these can be used in new products. Knowledge will be developed to enhance both research and practical CAD skills.</p>	<p>Current Learning In this project, students will develop skills within CAD software and design an innovative product incorporating new and emerging technologies. Students will use Google SketchUp to do this. They will undertake some research into the new and emerging technologies to date using the internet and books. They will then use their research to design their own product that incorporates a new technology, create the design using CAD software and then pitch their product to their peers. Skills learnt in this project: Technological Developments, Composite materials, Presentation Skills, CAD skills</p>														
<p>Subsequent Learning This topic will prepare students to make informed choices when applying new technologies and how they can make a product successful. They will recognise the importance of research in helping them to make informed decisions, which is an essential skill for future success in DT.</p>	<p>Ways in which parents/carers can support Choose five products from around the home and think about how you could enhance that product but applying a new and emerging technology to it.</p>														
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Lesson 1</td> <td>Research into new technologies</td> </tr> <tr> <td>Lesson 2</td> <td>Research into new technologies/ Specification</td> </tr> <tr> <td>Lesson 3</td> <td>Development</td> </tr> <tr> <td>Lesson 4</td> <td>Google sketch up</td> </tr> <tr> <td>Lesson 5</td> <td>Composite materials</td> </tr> <tr> <td>Lesson 6</td> <td>Google SketchUp</td> </tr> <tr> <td>Lesson 7</td> <td>Sales pitch/ Google SketchUp</td> </tr> </table>	Lesson 1	Research into new technologies	Lesson 2	Research into new technologies/ Specification	Lesson 3	Development	Lesson 4	Google sketch up	Lesson 5	Composite materials	Lesson 6	Google SketchUp	Lesson 7	Sales pitch/ Google SketchUp	<p>Extended Learning</p> <p>15 New technologies of 2020 https://interestingengineering.com/15-new-technologies-that-will-make-your-2020-much-more-interesting</p> <p>New and Emerging Technologies https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1</p> <p>10 Breakthrough Technologies of 2020 https://www.technologyreview.com/10-breakthrough-technologies/2020/</p>
Lesson 1	Research into new technologies														
Lesson 2	Research into new technologies/ Specification														
Lesson 3	Development														
Lesson 4	Google sketch up														
Lesson 5	Composite materials														
Lesson 6	Google SketchUp														
Lesson 7	Sales pitch/ Google SketchUp														
<p>Tier 3 Vocabulary</p> <p>Composites Computer Aided Design (CAD) Computer Aided Manufacture (CAM) Creativity Emerging Innovation Smart Material Technological Advancement</p>															

Year 8 Learning Map

		Light Project	
<p>Prior Learning This topic builds on technology delivered in year 7 using wood and plastic to manufacture a light for the company Habitat. Knowledge will be developed to enhance both research and practical skills.</p>		<p>Current Learning In this project students will develop CAD/ CAM skills whilst manufacturing a light independently, carrying out a range of quality control checks to ensure a high-quality product is produced. Students will use the following equipment to manufacture the light: 2D design, laser cutter, coping saw, tenon saw, pillar drill, hole saw. They will undertake some research focusing on the ACCESSFM analysing tool to analyse current lights that Habitat sell.</p> <p>Skills learnt in this project: Design Movements, Exploded drawings, Quality Control, ACCESSFM, Measuring & Marking, Using hand tools, CAM, CAD</p>	<p>Subsequent Learning This topic will prepare students to make informed choices in the future, when manufacturing using CAD/ CAM. They will recognise the importance of analysing products in helping them to make informed decisions, which is an essential skill for future success in DT.</p>
<p>Lesson Sequencing</p>		<p>Tier 3 Vocabulary</p>	<p>Ways in which parents/carers can support</p>
Lesson 1	Brief, product analysis	2D design ACCESSFM	<p>Download some free CAD software at home e.g. Google SketchUp. Practise drawing objects in the home.</p> <p>Look at different products around the home and discuss how these have been made.</p>
Lesson 2	Research, product analysis	Designers Exploded Views Laser Cutter	
Lesson 3	Exploded views/ practical	Pine Polypropylene Product Analysis	
Lesson 4	Practical	Quality Control	
Lesson 5	Practical	Templates	
Lesson 6	Practical		
Lesson 7	Practical/ improvements		
		<p>Extended Learning</p> <p>rev_cards_artmovement2 (technologystudent.com)</p> <p>CGP Books - KS3 Science Workbook - Levels 3-7: Materials and Their Properties Workbook</p> <p>COMPUTER AIDED DESIGN AND COMPUTER AIDED MANUFACTURE (technologystudent.com)</p> <p>3D Computer Design and Manufacture (technologystudent.com)</p>	

Year 8 Learning Map

		Maze Project		
Prior Learning		Current Learning		Subsequent Learning
<p>This topic builds on technology delivered in year 7 using wood and different joints to manufacture a maze game. Knowledge will be developed to enhance both evaluative and practical skills.</p>		<p>In this project students will develop wood working skills whilst manufacturing a maze independently, carrying out a range of quality control checks to ensure a high-quality product is produced. Students will use the following equipment to manufacture the maze: mitre saw, tenon saw, belt clamp, files, dowel, bench hook, pva, electric drill etc. Once manufactured, students will evaluate their final product.</p> <p>Skills learnt in this project: Wood joints, standard components, quality control, quality assurance, tolerances, measuring & marking out, use of hand tools.</p>		<p>This topic will prepare students to make informed choices in the future when manufacturing using wood. They will recognise the importance of evaluating products once they have been manufactured to make further improvements.</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	Wood Joints	Quality control	Finger Joints (technologystudent.com)	<p>Look at different wooden products around the house and discuss the different joining methods.</p> <p>Look at different tools around the home and identify the correct name and function.</p>
Lesson 2	Standard components/ Practical	Quality assurance	Halving Joints, Bridle Joints, Mortise and Tenon Joints (technologystudent.com)	
Lesson 3	Practical	Tolerances	Hand Files / Engineers Files - 1 (technologystudent.com)	
Lesson 4	Practical	Standard components	CGP Books - KS3 Science Workbook - Levels 3-7: Materials and Their Properties Workbook	
Lesson 5	Practical	Mitre saw		
Lesson 6	Practical/ Evaluation	Belt clamp		
Lesson 7	Practical	Bench hook Evaluation Wood joints Electric drill		

Year 8 Learning Map

Sustainability Project															
<p>Prior Learning This topic builds on technology delivered in year 7 using the design process to manufacture five identical useful products as a team. Knowledge will be developed to enhance both designing and team work skills.</p>	<p>Current Learning In this project students will work as a team to design and manufacture five identical products made from waste materials. Students will develop their knowledge on social and moral issues related to the environment. Within the group, students will be allocated one of the following roles: Designer, Graphic Designer & Researcher, and Team Leader & Manufacturer. Students undertake a group presentation to the class showcasing their ideas using an A1 display board produced by the students. Skills learnt in this project: Life cycle assessment, renewable/ non-renewable resources, origins of materials, 3R's, Fairtrade, scales of production and social footprint.</p>														
<p>Subsequent Learning This topic will prepare students to make informed choices in the future, about the amount of energy and materials they use. They will recognise the importance of saving the planet and lowering our everyday carbon footprint.</p>	<p>Ways in which parents/carers can support Discuss as a household how you can reduce your carbon footprint. Redesign your home to make it more eco- friendly.</p>														
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Lesson 3	Life cycle assessment														
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Lesson 6	Group work practical														
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<p>Tier 3 Vocabulary</p> <p>3R's Batch Production Carbon footprint Energy Fairtrade Life Cycle Assessment Renewable resources Scales of production Social Footprint Sustainability</p>															

Year 8 Learning Map

Eat- Well Guide															
<p>Prior Learning This topic builds on technology delivered in primary school on healthy eating and the importance of staying fit. Knowledge will be developed on the Eatwell guide and the key components of a balanced diet.</p>	<p>Current Learning In this project, students will learn about the importance of a healthy and balanced diet. Students will learn about specific diet-related diseases and ways that making small lifestyle changes can impact upon these. Students will learn about key nutrients. Students will develop the following skills through the practical activities: measuring and weighing, and how to prepare high risk foods safely. Skills learnt in this project: Measuring and weighing, preparing ingredients- peeling, grating, dicing, chopping, slicing. Cracking an egg, adapting a recipe to suit the needs of an individual or family, using the oven safely, rubbing in method- scone roll ups, creaming method- banana muffins, mixing, kneading and shaping bread, shaping and decorating shortbread.</p>														
<p>Subsequent Learning This topic will prepare students to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes. They will recognise the impact of diet and exercise on their health and possibly make wiser choices as a result. Students will be able to adapt recipes and cook a range of dishes.</p>	<p>Ways in which parents/carers can support Leisure time: Food programmes such as 'Inside the Factory' and 'Great British Bake-off' 'Eat Well for Less'. Shopping: Challenge your child to read food labels and explain what they mean. Let them support with the shopping, challenging them to choose healthier options and explain alternative ingredients. Dinner time: Support your child in planning and preparing dinner for the family.</p>														
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Lesson 7	Shortbread practical														
<p>Tier 3 Vocabulary Carbohydrates Energy Fat Minerals Nutrients Nutrition Protein Vitamins Deficiency Excess</p>															

Year 8 Learning Map

		Special Diets															
<p>Prior Learning This topic builds on technology delivered in primary school on healthy eating. Knowledge will be developed on how to use the Eatwell guide and the key components to create a balanced diet.</p>		<p>Current Learning In this project students will learn about special diets including reasons for these, how this affects an individual, foods that may need to be avoided/restricted, nutritional implications of dietary restrictions and healthy food alternatives. Skills learnt in this project: Boiling, grating, peeling, draining, dicing, frying, sautéing, handling raw meat, using the hob, rubbing-in, using the oven, kneading and proving, shaping, presentation techniques, making a roux sauce, layering, glazing</p>	<p>Subsequent Learning This topic will prepare students to make informed choices when planning meals, shopping for ingredients and preparing and cooking dishes. They will recognise the impact of diet and exercise on their health and possibly make wiser choices as a result. Students will be able to adapt recipes and cook a range of dishes. At GCSE, pupils will need to tailor dishes to different groups according to their dietary needs and justify these adaptations.</p>														
<p>Lesson Sequencing</p> <table border="1"> <tr> <td>Lesson 1</td> <td>Introduction to special diets</td> </tr> <tr> <td>Lesson 2</td> <td>KAP: special diets</td> </tr> <tr> <td>Lesson 3</td> <td>Pasta bake practical</td> </tr> <tr> <td>Lesson 4</td> <td>Lasagne practical</td> </tr> <tr> <td>Lesson 5</td> <td>Cinnamon scones practical</td> </tr> <tr> <td>Lesson 6</td> <td>Improvements</td> </tr> <tr> <td>Lesson 7</td> <td>Bread twists</td> </tr> </table>		Lesson 1	Introduction to special diets	Lesson 2	KAP: special diets	Lesson 3	Pasta bake practical	Lesson 4	Lasagne practical	Lesson 5	Cinnamon scones practical	Lesson 6	Improvements	Lesson 7	Bread twists	<p>Tier 3 Vocabulary Allergy Deficiency Diabetes Ethical Heart Disease Intolerance Life Stages Medical Obesity Religion</p>	<p>Ways in which parents/carers can support</p> <p>Leisure time: food programmes such as 'Inside the Factory' 'Supersize vs Super-skinny', the 'Great British Bake-off' 'Eat Well for Less'.</p> <p>Shopping: Challenge your child to read food labels and explain what they mean. Let them support with the shopping, challenging them to choose healthier options and explain alternative ingredients. Dinner time: Support your child in planning and preparing dinner for the family that takes into consideration certain dietary needs.</p>
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		<p>Extended Learning</p> <p>https://www.bbc.co.uk/bitesize/guides/zdr8y9g/revision/2</p> <p>https://www.bbc.co.uk/bitesize/guides/zyix6sg/revision/1</p>															